

**Writing Strand 1
Writing Process
Expanded Benchmarks**

DRAFT

Students at these standards levels know and are able to do the following by the end of the school year:

Grade	Standard	Essence	Most Complex	More Complex	Less Complex
3	C1-PO1. Generate ideas through a variety of activities (e.g., brainstorming, graphic organizer, drawing, writer's notebook, group discussion, and printed material).	List ideas for writing.	Given key vocabulary lists from content area, write 5 ideas associated with the vocabulary.	Maintain a writer's notebook.	Collect pictures, objects, partial objects, tactile objects, or models for writing ideas.
	C2-PO2. Organizing writing into a logical sequence that is clear to the audience	Organize writing for clarity.	Choose a topic from the writer's notebook and organize the information for the introduction, supporting details, and concluding statements.	Given a piece of writing or group of pictures, organize information in logical sequence.	Choose two pictures from collected pictures and place in correct order.
	C3-PO2. Add details to the draft to more effectively accomplish the purpose.	Add details.	Select descriptive details from a picture or word bank to add to the rough draft.	Given a piece of writing and a picture/word bank, select descriptive details to add into the rough draft.	Choose a specific picture that would provide additional details (e.g., size or color, additional information).
	C4-PO2. Use resources (e.g., dictionary, word lists, spelling/grammar checkers) to correct conventions.	Editing process.	Given a teacher-edited piece of writing, use a word wall/list to find correct spelling and correct misspelled word(s).	Given a punctuation chart edit end punctuation and capitalization.	Use personal picture/word dictionary to match same to same symbol.
	C5-PO1 Prepare writing in a format (e.g., oral presentation, manuscript, multimedia) appropriate to audience and purpose.	Presenting information.	Share student generated piece of writing.	Share a finished piece of writing.	Display a picture storyboard or present a recording of the story.

Writing Strand 2
Writing Elements
Expanded Benchmarks

DRAFT

Students at these standards levels know and are able to do the following by the end of the school year:

Grade	Standard	Essence	Most Complex	More Complex	Less Complex
3	C1-PO1. Express ideas that are clear and directly related to the topic.	Clearly expressed ideas.	Given a topic, generate a list of related ideas.	Given a list of ideas, select which details go together.	Use pictures with imitative text, letters, or recognizable words to convey meaning.
	C2-PO1. Organize content in a selected format (e.g., friendly letter, narrative, expository text).	Organize content in a specific format.	Given a purpose, select the correct format template and complete the writing assignment.	Given a format organize content information using objects, pictures, or words.	Given a guided writing activity, fill in missing content information with objects, picture, or words (e.g. invitation, thank you notes).
	C2-PO6. Construct a paragraph that groups sentences around a topic.	Write a paragraph.	Given a topic, write a paragraph.	Given a group of sentences, sequence to form a paragraph.	Given a topic choose objects, picture, or words that support the topic.
	C4-PO1. Use a variety of specific and accurate words that effectively convey the intended message.	Use a variety of words.	Use a beginning dictionary and thesaurus to choose a more interesting or correct word.	Select from word wall/word bank words that would convey an intended message.	Choose a specific object, picture, or words that would convey an intended message.
	C5-PO1 Write simple and compound sentences.	Writing sentences.	Select a topic and create sentences using noun-verb-modifier combinations.	Create noun-verb combinations on a given topic.	Given a model, match noun-verb combinations.

Grade	Standard	Essence	Most Complex	More Complex	Less Complex
3	C6-PO1 Use capital letters for: a. proper nouns (i.e., names, days, months) b. titles c. names of places d. abbreviations e. literary titles (i.e., book, story, poem)	Use correct capitalization.	Given a list of proper nouns, titles, and names of places edit for correct capitalization.	Given a list of words or sentences, edit for appropriate capitalization.	Given a model, select correct capitalized word (e.g., name, day of the week).
	C6-PO2. Punctuate ending of sentences using: a. periods b. question marks c. exclamation points	Use ending punctuation.	Use periods or question marks at the end of sentences in student generated writing.	Given a piece of writing, use periods or question marks at the end of sentences	Identify if comment is a question or statement.
	C6-PO7. Spell high frequency words correctly.	Use correct spelling.	Given a list of high frequency words, spell any 25 words.	Given a list of high frequency words, spell any 5 words.	Correctly spell first name.
	C6-PO10. Use resources (e.g., dictionaries, word walls) to spell correctly.	Use resources.	Use beginning dictionary or spell check to edit spelling.	Use a word wall/list to edit spelling.	Use personal picture/word dictionary to match same to same symbol.

Writing Strand 3
Writing Applications
Expanded Benchmarks

DRAFT

Students at these standards levels know and are able to do the following by the end of the school year:

Grade	Standard	Essence	Most Complex	More Complex	Less Complex
3	C1-PO1. Write a narrative based on imagined or real events, observations, or memories that includes: a. Characters b. Setting c. Plot d. Sensory details e. Clear language f. Logical sequences of events	Write a narrative.	Create a detailed story including characters, setting, plot, sensory details and sequence of events using a variety of tools.	Create a detailed story including characters, setting, plot and sequence of events using a variety of tools.	Tell a story including a sequence of events and setting using a variety of tools.
	C2-PO1. Record information (e.g., observations, notes, lists, charts, map labels and legends) related to the topic.	Record information.	Record information (e.g., observations, notes, lists) related to the topic.	Record information (e.g., observations, notes, lists) through drawing and/or writing related to the topic.	Collect pictures, objects/partial objects, tactile objects, or models related to the topic.
	C2-PO2. Write an expository paragraph that contains: • a topic sentence • supporting details • relevant information	Write a paragraph.	Write an expository paragraph that contains: • a topic sentence • supporting details	Given a group of sentences, sequence to form a paragraph that contains: • a topic sentence • supporting details	Given a topic, choose objects, pictures, or words that support the topic.

Grade	Standard	Essence	Most Complex	More Complex	Less Complex
3	C3-PO1. Write a variety of functional text (e.g., directions, recipes, procedures, rubrics, labels, graphs/tables).	Write functional text.	Write a variety of functional text (e.g., directions, recipes, procedures, labels, graphs/tables).	Write a variety of functional text (e.g., directions, recipes, procedures).	Match pictures, objects/partial objects, or tactile objects to a model (e.g., recipe).
	C3-PO2. Write communications, including: a. thank-you notes b. friendly letters c. formal letters d. messages e. invitations	Write communications.	Write communications, including: a. thank-you notes b. messages c. invitations	Using a template, complete an invitation.	Using name stamp, sign written communications.
	C3-PO3. Address an envelope for correspondence that includes: a. an appropriate return address b. an appropriate recipient address	Address an envelope.	Address an envelope for correspondence that includes an appropriate return address.	Choose from two preprinted return labels, the label that matches the home address.	Using name/address stamp, address an envelope for correspondence that includes an appropriate return address.